Uintah School District Weekly Lesson Plans

Unit 1 : Friendship and Rules Week: 1 date: Aug. 24 – Sept. 2

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RL.2.5:** Describe the overall structure of a story, including describing how the **beginning introduces the story** and the ending concludes the action.  **SL.2.1:** Participate in **collaborative conversations** with diverse partners about grade 2 topics and texts with **peers and adults** in small and larger groups. | Citizenship, rules, and safety  Vocabulary: author, beginning, illustrator, introduction |

STUDENT NEEDS ADDRESSED:

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| --- | --- | --- | --- |
| Comprehension Strategies | Genre Focus | Writing Trait | Focus |
| Making Connections – text to self, text to text, text to world | Personal Narrative | Ideas | Nouns |

HOW INSTRUCTION WILL BE DELIVERED

|  |  |  |  |  |  |  |  |
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| Read Aloud | Shared Reading | Guided Reading/Book Club/ Reciprocal Teaching | Interactive Writing/ Interactive Editing | Technology | Literacy Centers | Independent Reading | Independent Writing |
| (R)Bernstein  Bears-  Trouble With Friends  (W)Friends Together  (A) How Dinosaurs Go to School  Nouns:  (D,A,W,R) A Mink and Fink a Roller Skating Rink  A Lime a Mime | (R,W)Boris Bear Remembers His Manners  (LL)Franklin Goes to School #29  (D)Boss for a Week  (D,R) Friends Together  (LL) My Friends  #66  North Star Journey Songs |  | Rules  Be Safe, Be Responsible, Be Respectful  (A) A list of “We will”…statements    Nouns chart:  Common, proper, and pronouns.  definition, columns; person, place, or thing.  Mira Strategy chart:  nouns | e-media | Five-a-Day:  Read to yourself | Henry and Mudge  Frog and Toad  Junie B. Jones | Write sentence and underline/circle nouns. |

Unit 1 Friendship/ Rules Week 2 Date September 6 – 9

WHAT WILL BE TAUGHT?

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RL.2.5: Describe** the overall **structure of a** story, including describing how the beginning introduces the story and **the ending concludes the action**.  **SL.2.1: Participate in collaborative** conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. | Social studies / Citizenship / rules and safety |

STUDENT NEEDS ADDRESSED:

|  |  |  |  |
| --- | --- | --- | --- |
| Comprehension | Genre | Writing Trait | Writing Focus |
| Connections self to text – text to text text to world. | Personal Narrative | Generating ideas. | Verbs/ing endings |

HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Read Aloud | Shared Reading | Guided Reading/Book Club/ Reciprocal Teaching | Interactive Writing | Interactive Editing | Literacy Centers | Independent Reading | Independent Writing |
| Mime  The Planet Without  Nouns & Verbs **(**A, W)  Friends Forever (W)  )  Postive Action L-72,73  “Janet’s Story”  “Carrie’s Rose” (A) | Read interactive writings  Asha In the Attic  Review Shared reading from week 1 |  | Verb Chart  Mirra strategy- circle verbs | Positive Action L-74  Getting Along With  Others (A) | Daily 5  Read to someone else | Independent Reading  Henry and  Frog and Toad Are Friends  Junie B.Jones Mudge | Starter-write and correct sentence: underline noun, **circle verb**. |

Unit 1 Topic 2 Week 3 Date September 12-16

WHAT WILL BE TAUGHT?-

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.2: Identify the main focus** of a multi-paragraph text as well as the focus of **specific paragraphs** within the text.  **SL.2.2: Recount** or describe **key ideas or details** from a **text read aloud** or information presented orally or through other media | Science / changes in weather / water cycle  **Vocabulary Words: Precipitation, rain gauge, data, condensation, evaporation, transform, stage. location** |

STUDENT NEEDS ADDRESSED:

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| Comprehension | Genre | Writing Trait | Writing Focus |
| Determining importance / Main idea and purpose | Expository text | Sentence fluency | adjectives |

HOW INSTRUCTION WILL BE DELIVERED

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| Read Aloud | Shared Reading | Guided Reading/Book Club/ Reciprocal Teaching | Interactive Writing | Interactive Editing | Literacy Centers | Independent Reading | Independent Writing |
| A Sidewalk Puddle D.  The Snowflake  Adrop around the world \* Rigby Sug.  Hydro’s Adventure Through the Water Cycle\* Rigby Sug. | Read interactive writings  Asha In the Attic  Review Shared reading from week 1 | Weather books from leveled Library | Water cycle poster  Adjective chart | Sentence fluency | Daily five- writing | Weather books/water cycle books | Write 3 sentences using adjective. Use mirra and identify adjective with an eye. |

Unit 1 Topic 2 Week 4 Date September Sept 19-23

WHAT WILL BE TAUGHT?-

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.2: Identify** **the main focus of a multi-paragraph text** as well as the focus of specific paragraphs within the text.  **SL.2.2: Recount** or describe **key ideas or details** from a **text read aloud** or information presented orally or through other media.  **RL.2.4:** Describe how **words and phrases** (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply **rhythm and meaning** in a story**, poem, or song.** | Clouds  Vocabulary alliteration **Vocabulary Words: Precipitation, rain gauge, data, condensation, evaporation, transform, stage. Location poet poetry, alliterations** |

STUDENT NEEDS ADDRESSED:

|  |  |  |  |
| --- | --- | --- | --- |
| Comprehension | Genre | Writing Trait | Writing Focus |
| Determining importance supporting details. | Expository text | Sentence fluency | adverbs |

HOW INSTRUCTION WILL BE DELIVERED

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| Read Aloud | Shared Reading | Guided Reading/Book Club/ Reciprocal Teaching | Interactive Writing | Interactive Editing | Literacy Centers | Independent Reading | Independent Writing |
| Wild Weather Soup  Thunder Cake (D)  Wild Weather Soup  The man who named the clouds  Cloudy with a chance of meatballs | It looked like spilt Milk  Clouds Rain and Fog.  Little Cloud LL 60  Songs |  | Clouds  Adverb chart |  | Daily Five- Listen to reading | Clouds, weather, chapter books | Write 3 sentences with adverbs to describe actions. |

Unit 1 Topic 2 Week 5 Date September Sept 26-30

WHAT WILL BE TAUGHT?-

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.2: Identify** **the main focus of a multi-paragraph text** as well as the focus of specific paragraphs within the text.  **SL.2.2: Recount** or describe **key ideas or details** from a **text read aloud** or information presented orally or through other media.  **RL.2.4:** Describe how **words and phrases** (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply **rhythm and meaning** in a story**, poem, or song.** | Seasonal Changes-temperature, variation, seasonal, analyze, interpret, weather vane, location, patterns  Vocab- digital sources, poetry, poet, rhythm, rhyme, repetition |

STUDENT NEEDS ADDRESSED:

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| Comprehension—Asking questions | Genre-- Poetry | Writing Trait-word choice | Writing Focus-poetry |

HOW INSTRUCTION WILL BE DELIVERED

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| Read Aloud | Shared Reading | Guided Reading/Book Club/ Reciprocal Teaching | Interactive Writing  Interactive Editing | Technology | Literacy Centers | Independent Reading | Independent Writing |
| Bear Snores On  Books on seasons | Rigby Poem  A busy Year LL. 2  Red Leaf  Yellow leaf 72  Wake me in the Spring 103  When this box is Full 105 |  | Cinquin poem on wild weather | Computer research weather vocabulary | Daily five-read to self | Books on seasonal changes | Cinquin poem on wild weather |

Unit 1 Topic 2 Week 6 Date September Sept 26-30

WHAT WILL BE TAUGHT?-

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| CORE Curriculum Language Arts Standards | CORE Curriculum Area Standards |
| **RI.2.2: Identify** **the main focus of a multi-paragraph text** as well as the focus of specific paragraphs within the text.  **SL.2.2: Recount** or describe **key ideas or details** from a **text read aloud** or information presented orally or through other media.  **RL.2.4:** Describe how **words and phrases** (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply **rhythm and meaning** in a story**, poem, or song.** | Wild weather |

STUDENT NEEDS ADDRESSED:

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| --- | --- | --- | --- |
| Comprehension—Asking questions | Genre-- Poetry | Writing Trait- Presentation | Writing Focus-poetry |

HOW INSTRUCTION WILL BE DELIVERED

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Read Aloud | Shared Reading | Guided Reading/Book Club/ Reciprocal Teaching | Interactive Writing  Interactive Editing | Technology | Literacy Centers | Independent Reading | Independent Writing |
| Wild weather soup  Leveled Library big books | Wild Weather (LL & 2nd)  Leveled Library big books | Leveled Library big books | News story on wild weather | Computer research weather vocabulary | Daily five—implement all | Wild weather | Publish cinquin poem on wild weather |